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## The Educational Weekly.

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## THE WEEKLY.

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The establishment of a second state normal school in California is now a fixed fact. A portion of the press is bitterly opposed to the measure, and the press of California is generally heartily in favor of the public school system in its best estate and highest development. The grounds of opposition to this second school seem to be well taken. It would seem better to support one strong normal school than try to maintain two weak ones.

The vicious school system, which failed to educate, but oppressed and defrauded taxpayers, was the last relic of Radical misrule in Texas. Now, when it has been superseded by a more efficient and cheaper system, under which \$100,000 can not be stolen every year, the cry of the two-bit progressives and their allies is that Gov. Roberts is the enemy of free schools. He should oppose that sort of free schools which encouraged the dishonest squandering of the people's money to reward ignorant pedagogues for work they never did.

The writer of the above it is not necessary to state is editor of a paper in Texas. He evidently has no love for pedagogues, and he is quite justified and consistent in his dislike. And why? Because he owes little to the school master!

Another of the cherished beliefs of our youth has been shattered by W. H. Dall, Acting Assistant of United States Coast Survey. The Kuro Siwo was a current in the Pacific with bounds (on the map) as sharply defined as those of the Gulf Stream itself, which literally flows between sharply defined walls of colder water. But now comes Dall and says there is no such current, and the worst of it is that he seems to know what he is talking about.

There is a general drift of warm water which is reversible and intermittent, but no such thing as a stream flowing between banks.

This drift from a temperature of 65° shades off to 55° as it approaches the northwestern coast of Vancouver Island, and to 50° along the coast of Alaska. Comparing Alaska with Norway, as the mean annual temperature in the latter is held by the Gulf Stream at 40°, as high as 65° N. latitude, so in the former the mean temperature is 40 as high as 60° N. latitude. Although the winter of a portion of Alaska is hyperborean, yet at least half of it, the southwestern portion, has a climate as mild in winter as that of many of the inland Northwestern states, owing to the influence of the Kuro-Siwo.

The *Schoolmaster*, London, smiles so audibly as to be heard on this side of the Atlantic at what we call the "new departure in education." After giving a fair review of the discovery as presented in an article in the *Atlantic Monthly* it divides the improvement into two parts—the machinery used and the methods adopted. The machinery is shown to be merely the ruse of textbooks containing selections of the Aladdin and Cinderella type, which the *Schoolmaster* considers a rather questionable innovation, and the method which is criticised as follows:

If we turn to the department of method, we do not find much in the "new departure," either to merit praise or to satisfy reasonable hopes. To judge by internal evidence, the conclusion seems inevitable that the article in *The Atlantic Monthly* has been written either by an old maid or by a bachelor. The reader is forced to say, with Constance in "King John,"

"He talks to me, that never had a son."

The author counsels the adoption of the method of nature. "A mother," he says, "does not begin by teaching her baby to spell before it learns to talk. She says, 'I am mother; say mother'; and the baby understands perfectly, and after a while, says 'mother,' and is delighted; and, so learning to talk, goes on." We should like to know what mother endorses this method. We cannot speak for Boston mothers; but if that is how they teach their babies to speak, either the mothers or the babies must be very differently constituted from the babies and the mothers on this side of the world. The method of teaching to read and to write simultaneously by means of pictures drawn, and corresponding words written on the black-board, which is advanced as a new discovery in the art of teaching, is simply such a combination of the Kindergarten and the look-and-say methods as may be found in operation in hundreds of infant classes in the Board schools of England and Scotland at the present day. If the "new departure" of our trans-Atlantic Brethren possess no greater novelties than those revealed by its most prominent expositors, English schoolmasters and school managers have not much to learn from the Western prophets; and these prophets would do well to make a tour of the training colleges and the Board schools of Great Britain before they venture to put themselves forward as educational pioneers.

It is no doubt humiliating to be laughed at, but it is not the first time that the whole nation has been misjudged and placed in a ridiculous light by the stupid egotism of individuals. In this case the Jonah of our educational ship is Boston in particular and New England in general, including cackling Quincy. As far as the West is concerned, there is not a city of any importance in it that had not the methods in practice twenty years ago which an Adams has lately trumpeted to mankind and all the rest of the world as a great discovery. The truth is that Massachusetts has been so immersed for a quarter of a century in sodden and blinding self-sufficiency that she has not partaken in the progress of primary education going on in all other parts of the civilized world, and now that she is beginning to scoop the



sleep seeds out of her swollen eyes in the matter of lively methods, she cries out Eureka and wants all the world to celebrate her awakening from a Rip Van Winkle slumber.

The noise made over the Boston new departure and the Quincy experiment should be rebuked in a manner similar to the hen's setback in the following which is now going the rounds of the press:

—Old "Speckle" rose from off her nest  
And cackled with much vigor,  
As if to say, "That egg's my best,  
No hen can lay a bigger."  
While Johnnie, standing near the gate,  
In mute contempt was gazing,  
As if he could not tolerate  
The fuss the hen was raising.  
His protest took her down a peg—  
He raised his voice to say it—  
"You fink you're smart—Dod made zat egg—  
You toodn't help but lay it!"

### HIGH SCHOOL HUMBUGS.

We want to be considered orthodox on the question of public high schools, but we must be allowed to express ourselves against some of the public *humbugs* that the friends of education are expected to endorse.

We have received the printed course of—Public Schools. We need not name the town, for it is not worth while to set our readers to consulting postoffice directories. We never heard of the principal before, but we judge that the A. B. appended to his name signifies *A Beginner*. He probably took his commencement last June at some college almost equally unknown. We do not write this in any hope of his improvement, for he never takes an educational paper, nor in fact thinks it necessary to have any pedagogical preparation beyond his degree. He was employed by the board not because he knew anything about school teaching, but because he could teach the dead languages and could be got as cheaply as anybody. He was told that the school had not stood very high heretofore and that they had sought a highly educated principal to introduce an advanced course. Accordingly the new professor gleaned from the catalogs of various theological schools the course now before us. The pupils of the high school will never hear of civil government, book-keeping, and the like, but will have mythology, moral philosophy, evidences of christianity, etc. This part of the course is announced to "serve as a preparation for professional study, teaching, or for the business of life in any of its departments." The college preparatory course culminates with Cicero, Virgil, Xenophon, Lysia's (sic) orations. "The first year of this course fits for the scientific departments of the best western colleges. The full course fits for the classical department of our best colleges." The common school course fits for the other courses. We suppose it does not fit for anything else or the circular would say so.

These three courses are to be taught by just three teachers. We presume the symmetry of the plan is maintained by assigning a teacher to each course, the new organizer expecting that about fifty pupils would present themselves for each department.

We should be glad to see what kind of a course the same man would issue for his school now, after six months' experience. He certainly has long since despaired of ever getting anybody through the course with which he began the year. Of the few who were able to enter the high school studies a majority have now stopped for the spring work. Of those who remain not one expects to fit for college.

Now we ask what is sensible in advertising such a course, especially in an Illinois village of 800 inhabitants? Is that setting

something before the children that will increase their ambition to become scholars? We have no objection to putting the highest scholastic attainments in easy reach of all, but we pity the public schools when they are strained to accomplish impossibilities. Let the aforesaid principal begin by organizing the common school department instead of leaving that with no definite plan while he lays out work that can never be done. Instead of devoting all his time to ten pupils in the first year of his college preparatory, four in the second, and none in the third, let him give some aid and relief to his overworked assistants with their 130 in the common school work. If he will secure better opportunities and better teaching in those grades the time may come when the higher grades can be filled. He can awaken general interest in Latin and Greek and mythology by tracing out the words in the reading lesson, and he can display sound "moral philosophy" and genuine "evidences of christianity" by doing first the small things before he promises the great.

## A NEW OFFER!

### A BINDER FOR EVERY RENEWAL!

To every subscriber who will send us two dollars before July 1, 1880, we will send a first-rate binder for the WEEKLY, and extend his subscription one year. *This does not apply to new subscribers.* We believe in renewals. Most publishers make their best offers to new subscribers, but we prefer to favor those who have already shown their interest in the WEEKLY and become our friends by subscribing for it.

New subscribers are acceptable enough, but we prefer to retain a thousand names on our list rather than exchange them for a thousand new ones.

So get a binder which will preserve the papers, as they are published, simply by sending us your renewal before the old subscription runs out.

Or, if you have recently renewed, or can not now spare the money, send \$2.00 for some one else, who is not a subscriber, and we will send the paper to him and the binder to you.

The Binder mentioned above is a new invention and not yet obtainable from the manufacturer. We shall probably not be able to send out any for a month yet, but credit will be given for all renewals after this date, and the Binders forwarded as early as possible.

## THE LIBRARY.

*A New Arithmetic*, Containing short, practical, and scientific methods of calculation. By J. F. Laning, New London, O 194 pages. 12 mo.

The author claims to have a new method of computation for every topic of arithmetic. Shorter, simpler, better, and more easily understood than the methods now in use. It is a very interesting work and will be valuable to the progressive teacher and scholar, who may desire a complete knowledge of the science of arithmetic. One would scarcely believe so much material could be obtained for a work of the kind and the author's skill in the subject is apparent. Involution, Evolution, and other difficult subjects are treated at length, and the methods and explanations will be found to be a decided improvement.

—No. 8 of George M. Baker's *Reading Club* is at hand, published by Lee & Shepard, Boston, at the low price of 15 cents. It may be had also of Jansen, McClurg & Co., Chicago. These



little volumes are well worthy a place on the home table. This number contains a good comedy in one act, from *Blackwood's Magazine*, which is worth the price of the volume. Fun abounds in this number, which must be pronounced one of the best of the series yet published.

—No. 5 of *School Room Classics*—"Learning and Health," by Benjamin Ward Richardson, is just at hand from Davis, Bardeen & Co., Syracuse, N. Y. It is well worth the 15 cents asked for it, and more, too. Send for it.

—The second volume of the *County Superintendents' Questions* is now ready. It embraces questions on mathematical, physical, political, and commercial geography. Price, 15 cents. Address T. S. Denison, publisher, Chicago, Illinois.

—D. Appleton & Co. have just published *The Philosophy of Art*; being the second Part of Hegel's *Æsthetics*; translated, and accompanied with an Introductory essay giving an outline of entire *Æsthetics*, by Wm. M. Bryant. Price, \$1.75.

—For twenty cents, sent to Peter Paul and Brother, publishers, Buffalo, N. Y., or to Jansen, McClurg & Co., Chicago, may be obtained an admirable index of over two hundred good selections for reading and recitation, with directions where to look for the same, arranged by H. E. Manchester. The collection is called *What to Read and Where to Find it*.

—A distinctive feature of Professor Winchell's new book will be an ethnographical chart showing the dispersions of the human family over the earth. It is of interest not only as showing the latest investigations of ethnologists, but also as being the first of the kind ever published in America, and giving much valuable information in a small compass.

—The publishers of *Scribner* announce that all new subscribers after this date who take the back numbers, beginning November last, will receive instead of the six unbound numbers the bound volume, November, '79, to April, '80 (containing all of "Success with Small Fruits," and the opening chapters of "Peter the Great," "The Grandissimes," and "Louisiana"), without extra charge. The subscription price is \$4.00 a year.

—One of T. S. Denison's late publications is the *County Superintendents' Questions* in Arithmetic, price 25 cents. These questions have been selected from lists used by the county superintendents of Iowa, Indiana, Illinois, Wisconsin, and Pennsylvania. They are classified under different headings and seem to be an unusually good collection for work of the grades represented by the certificates of county superintendents. Address T. S. Denison, Chicago.

—Messrs. A. S. Barnes & Co. have recently issued the *Sunday School Hymnal*, price 35 cents. It is edited by Rev. Edwin P. Parker, D. D. The work of the publishers is beyond criticism, that of the editor good. The style of music is plain and easy, though much of it is soulless, having a kind of forced arrangement, which is not always natural or pleasing. There are some variations of familiar tunes which will be accepted as improvements, while others will not be favorably received. The book may be had of Jansen, McClurg & Co., Chicago.

—One of W. J. Gage & Co.'s Educational Series, lately published, is a *Manual of Drill and Calisthenics*, containing squad drill, calisthenics, free gymnastics, vocal exercises, German calisthenics, movement songs, the pocket gymnasium, and kindergarten games and songs; by J. L. Hughes, Inspector of public schools, Toronto, Ont. Such a book has been often sought by teachers, as the necessity of developing the physical with the mental faculties is becoming generally recognized. It contains specific

instructions for all the exercises, and for many of the games and motion songs the music is also furnished.

—*Good Company*, number seven, has an account by Charles Dudley Warner of a twenty-four hour expedition by "the Chaplain," "old Phelps," the well-known Adirondack guide, and himself over an Adirondack mountain near Keene Flats. The stories include a tale of the South Pacific, by Edward Bellamy; and Through a Needle's Eye, by Katharine Carrington. There are these sketches:—An Idyl of New Mexico; Barberry Island; Modern Pictures from Italy; and Father Quinailon's Convert, by Octave Thanet. John Burroughs' Foot Paths, and Winter Greens, by E. S. Gilbert, will be particularly enjoyable to lovers of nature. Geo. M. Towle sketches John Bright; and Mrs. Wager-Fisher tells of Ernest Renan, author of the well known life of Christ. The other articles include Wanted, by Mrs. Edward Ashley Walker; The Defense of Criminals; Some Frontier Art; besides poems entitled Fairfield's Brook, Tokens, and Alder Blossoms. The editor has something to say about Mr. Ruskin, takes up the cudgel in behalf of a little child's poem by Tennyson, and gives other articles and also book reviews. This number opens a new volume of *Good Company*, which is published at \$3.00 a year in Springfield, Mass.

### NATURE, ART, AND CARICATURE.

BY FRANK B. SCOTT, Buffalo, N. Y.

In Nature the object itself is .....Presented,  
In Art it is.....REPresented,  
In Caricature it is.....MISREPresented.

All love the beauties presented in Nature; We lovemost to see ourselves represented in Art; We only love to see others misrepresented in Caricature.

Nature presents things as they are; Art lessens the blemishes and magnifies the beauties; Caricature lessens the beauties and exaggerates the blemishes.

Caricature is to wit what art is to poetry. Caricature is wit in a picture; art is poetry in a picture.

Caricature makes us laugh because wit makes us laugh. We laugh at anything funny. Wit is intellectual fun.

Simple incongruity is not wit; simple exaggeration is not caricature. In wit and caricature, as in art and poetry, there is an undefinable subtlety which is as the soul to the body—without it the body is dead.

In caricature, as in wit, there must be a resemblance in the difference, a congruity in the incongruity, a consistence in the inconsistency, an affirmative in the negation, a likeness in the distortion, a wisdom in the foolishness, a something in the nothingness, a brevity in the extensiveness, a novelty in the commonness, a soberness in the levity, a kindness in the severity, or there is neither wit nor caricature, but buffoonery and clownishness.

He who would excel in art must study nature, for the representation of nature is the highest art. Not that an artist should be a servile copyist of common things as seen by everybody. He must be, as it were, a discernor of spirits and able at his bid "to call them from the vasty deep." He must study principles as well as forms, and his pictures must have meaning as well as beauty. Above all, he must be in sympathy with man and able to interpret his deepest thoughts. Nay, more, he must be often like the prophet at the royal court, who had to reveal the vision before he interpreted it!



To excel in caricature one must be a profound student of human nature and also a close watcher of current events. But the caricaturist steps on dangerous ground. Like the wit, every home-thrust makes an enemy, for no one likes to be caricatured.

Yet caricature has its uses. It aims its shafts at folly. It is perverted when it ridicules that which is good. Its power is negative rather than positive. It cannot make a bad man good, but it may prevent him from acting worse. It cannot plant the good seed, but it may uproot the foul weeds that infest the ground.

Caricature then is an educator, but it is only of a negative character; it is not such an educator as we need in our public schools to train the youthful mind. Nast will do for *Harper's Weekly*, but he would not make a principal of a high school.

### THE MICROSCOPE IN SCHOOL GOVERNMENT.

THE school at Maple Grove had been called to order. Every scholar was in his place, and for once there was not a whisper heard. Whispering had, from time immemorial, been the bane of Maple Grove school. Teacher after teacher had tried to conquer the habit, and with the advent of every new one, the dunce-block and birchen rod had been introduced as a part of the program—a part, however, that always failed to accomplish the desired end; and, up to the present hour, the school really deserved the name it bore—the most disorderly school in the country.

The present teacher was a little pale-faced lady, and the older boys chuckled at the thought of such a mite of a woman attempting to coerce them; and at the morning recess they met in solemn conclave, and nicknamed her "The Giant." Miss Dean, as it happened, overheard the deliberations of the irrepressibles; but, instead of being alarmed, she was rather amused, especially at the ludicrousness of the cognomen they had chosen for her four feet of stature.

The morning passed without any unusual confusion, considering the perplexing nature of the first day's duties; and now, as I said, a hush had fallen on every scholar; every mouth was agape with wonder, and every eye fixed on the little woman at the desk. Instead of a rod or a ferule, she held in her hand a brass instrument, looking for all the world like a toy cannon set on end. Silently she held it up before the school, and silently the scholars gazed, until little Johnny Burns could repress his curiosity no longer, and in a shrill voice cried out: "School-marm, will it shut?"

The teacher raised the instrument higher, and a smile was perceptible on her face, as two or three of the ringleaders of mischief popped their heads behind their desks, not a doubt being left in their minds that if Miss Dean was not strong-bodied, she was, at least, strong-minded, and intended to govern the school with some new-fangled shooting machine, instead of the old-fashioned good-behavior producers before alluded to.

"Did you ever see a microscope before?" asked Miss Dean; and four heads popped from behind their wooden breastworks, while every voice in the house answered in the negative. "Well, I suppose the young ladies and gentlemen who sit on those back seats have heard of this instrument, and can explain its use," said the teacher, with that subtle knowledge of children's dispositions, which leads them to be peculiarly flattered, when on reading the (to them) very mature age of ten or twelve, they are, for the first time addressed as ladies and gentlemen. There was silence for a moment, and then one of the boys hazarded an opinion that "microscopes were made to see stars."

Miss Dean then explained to the school the use of the microscope, and, calling the eldest boy forward, showed him, upon a bit of glass, a tiny speck, barely perceptible. Placing this under the lens, she bade him look and describe what he saw. "Why, a huge spider, with points and bristles," exclaimed the boy in perfect astonishment, that so small a speck should be so transformed. "Not a spider exactly," said the teacher, "though it does look like it; that is a honey-bee's sting, and every one of those hairy points which show so plainly in the glass is charged with poison. Do you wonder that the sting of the bee is painful when such a complicated weapon is used?"

Sending this boy to his seat, she called up the next eldest. "What is that little sack that looks like his head? Is that his bag of poison?" he asked, after a prolonged gaze.

"I expect it is, though outside the microscope the sting only looks like a little black dot on the glass, and you can distinguish neither hairy points nor poison-bag." One by one she permitted every scholar to look through the microscope, and as each one was impressed with some new idea, not only the bee's sting, but the habits and formation of the bee itself, were very thoroughly discussed and investigated.

Then placing the microscope back in its green and golden box, Miss Dean made the following announcement to the school: "I propose, hereafter, to devote one hour each day to the study of insects by the aid of this microscope; but only those who obey the rules of the school will be allowed to participate in this study, or look at the wonderful construction of insects revealed by its magnifying power. If a scholar whispers, or otherwise disobeys me, he loses the privilege for the day of looking through the microscope; and I assure you, children, that the bee's sting is not the most interesting object that can be found for inspection. Every bug and worm, every fly and miller, the feathers of birds, and the seed-pods of flowers, have each and all a private history, and forms of beauty, unperceived by the naked eye, and unsuspected save by those who have made the microscope their companion in numberless rambles through fields and groves."

Do you think Miss Dean had to press birchen branches into service in the government of that school? Did any boy have to sit on the dunce block for not studying the lesson? No, indeed, it would be hard work for boys to remain dunces when a microscope was one of the incentives to study; but I can assure you that sad havoc was made among the winged and creeping insects, and Miss Dean found herself compelled to study "*Bug-ology*" pretty thoroughly; that, however, was better than the tired fretfulness experienced by most teachers in their attempts to preserve order by the old methods. Corporal punishment is a relic of dark ages, and scholars would be better, and teachers would be happier, if microscopes were to usurp the place of whips and dunce-blocks.—*Ex.*

### THE IMPROVEMENT OF THE SCHOOLS

A CORRESPONDENT from Ann Arbor, Michigan, wants something more explicit and practical from the *Monthly* on the subject of scientific education. He says: "Can not you throw a little more light upon the best collegiate course of education for a young person who designs entering one of the professions of law or medicine? You constantly refer to the value of science as a factor in education and as often vigorously protest against the old or the present classical courses; now, can not you help many who have children to educate, by pointing out the best course? This is a practical question, brought home



to thousands of your readers, and it presses upon them for solution. Can not we have something more than glittering generalities, and which will be a guide to those needing the information? Is it not time, in fact, to formulate the best course and to give in detail and in their logical order the studies best fitted for the proper development of the faculties?"

We often have communications like this from zealous and impatient educational reformers, who think there has been talk enough about scientific education, and that it is high time something were done. But they expect too much, and are looking for impracticable things. It is a great mistake to suppose that the object here sought is anywhere to be at once and fully attained. The idea will be slowly and partially realized wherever there is a sufficient number of persons in any community imbued with the proper convictions and feelings to carry it into effect. Such a work must inevitably be gradual, and there will be concessions and improvements just in proportion to the strength and persistence of the demand for them. Our schools, at present, fairly represent the average intelligence and aspiration, and are as good as the people can appreciate or will sustain. A portion of the community—and the numbers are increasing—insist upon more time for science in the lower schools, and more science in place of the classics in the higher schools; both requirements have already been widely yielded. There is a larger provision than formerly in many primary schools for elementary science; and the multiplication of scientific schools in connection with colleges, or independently, and the modification of the old curriculum with better chances for science in many other institutions attest a salutary change in obedience to the growing wants. As the public demand becomes more discriminating and urgent, institutions will improve.—PROF. E. L. YOUMANS, in *Popular Science Monthly* for April.

#### SPECIAL TERM OF THE NORMAL SCHOOL.

THE announcement of the special session of the Illinois State Normal School, commencing Aug. 2 and continuing four weeks, has already been made in your columns; but it seems to me that the teachers of the state ought to take special note of this fact. The proposed school is an experiment—an attempt on the part of the Board of Education to give the benefits of normal training to a much larger number than now avail themselves of the opportunities afforded by the state.

When the Board had decided to employ the whole corps of normal teachers, during the month of August, in special work, it was a serious question how to conduct this work to the best advantage. In hope of some light upon this point, a member of the Board of Education went before the state association of County Superintendents, and requested suggestions from them as to the best method of reaching the largest possible number of teachers, or of accomplishing most for the schools of the state, by means of this available corps of instructors, several of whom were experienced institute conductors.

Only one superintendent volunteered a single suggestion in response to this invitation. At the meeting of the Board, the majority of the special committee to whom the matter had been entrusted, reported in favor of a single session, at Normal, at which all the normal faculty are to be employed. A minority report, by H. L. Boltwood, of Ottawa, recommended that four Institutes, of two weeks each, should be held at such points in the state, as should be judged most suitable, and that two of the normal faculty should teach at each of these, leaving the rest at

Normal to conduct an Institute on the plan proposed by the majority report.

The experiment is now before the teachers and superintendents of the state. If it is to be a success, the county superintendents must take pains to send to it their teachers who are most likely to profit by it.

These are the teachers whose book knowledge is passable, who intend to continue teaching, and who show that their spirit is good. They lack principally well-conceived plans of work, and methods by which the best results can be secured with the least possible effort. Their teaching may be good teaching as far as it goes; but they can easily and will cheerfully, make it better, as soon as they have a chance to see and learn better methods. They have learned by their own experience how to be receptive, and are quick to take hints and profit by them.

As men who have not already taught three terms are admitted to this Institute, it need not interfere with the "Summer Normal Drills," which are held in so many counties, and which, despite the sneering criticism of some wise ones, especially those who are not teachers, accomplish a great deal of good. Even if these drills give nothing but a review upon the studies of the common school, they generally pay their cost. It is easy to say that teachers can do their studying and reviewing at home; but it is true that the great majority of those teachers who need a review in order to pass a common certificate examination, will do better work in a class, and away from their common surroundings.

Let the county institutes then go on as usual; but those teachers who are in some measure qualified to do professional work, will do well to look toward Normal as a profitable place for work during the month of August.

It ought to be known that the facilities for special instruction in Botany, Chemistry, Zoölogy, and Drawing are ample; and that teachers who wish to learn how to do good class work in any of these branches, can, at least, see how it is done. O.

#### NEW JAPANESE CODE OF EDUCATION.

JAPANESE CODE OF EDUCATION PROMULGATED THE 29TH OF THE 9TH MONTH OF THE 12TH YEAR OF MEIJI (1879).

ART. 1. The educational affairs throughout the empire shall be under the control of the Minister of Education, and consequently all schools, kindergartens, libraries, etc., both of public and private establishments, shall be under his supervision.

ART. 2. The schools shall be elementary schools, middle schools, universities, normal schools, special schools, and other institutions of learning.

ART. 3. The elementary school shall be a school in which primary or elementary instruction is given to children in the following branches of study: the elements of reading, writing, arithmetic, geography, history, morals, etc.; and, according to the local conditions, linear drawing, singing, gymnastics, etc., and the outline of physics, physiology, natural history, etc., shall be added; and especially for the benefit of female pupils, some other branches of instruction, such as sewing, shall also be provided.

ART. 4. The middle school shall be a school in which higher instruction is given in the common branches of study.

ART. 5. The university shall be a school in which law, science, medicine, literature, and other special branches of study are taught.

ART. 6. The normal school shall be a school for the training of teachers.

ART. 7. The special school shall be a school in which instruction is given in one special branch of study.

ART. 8. It shall be lawful for any person to establish any of the schools above enumerated.

ART. 9. All wards (in cities or towns) or villages shall severally or jointly establish public elementary schools, unless such wards or villages have private elementary schools deemed to be of equivalent public benefit to the people, in which case it shall not be obligatory upon them to establish public elementary schools.

ART. 10. A school committee shall be organized in each ward or village for the management of its school affairs;—but it shall be left for the ward or village to fix the number of persons constituting the committee, and to determine whether any compensation shall be allowed or not.

ART. 11. The school committee shall be elected by the people of the said ward or village.



ART. 12. The school committee shall be under the supervision of the governor of *fu* or *ken*, and it shall be the duties of the said committee to take general charge of the attendance of pupils, and the establishment and maintenance of schools.

ART. 13. The period of eight years, from 6 to 14 years of age, shall be fixed as the school age of every child.

ART. 14. Every child shall receive elementary instruction for a period of sixteen months, at least, during its school age.

ART. 15. Parents or guardians shall be responsible for the school attendance of such of their children as are of school age; and whenever, owing to some particular or unusual circumstances, they are prevented from attending schools, the reasons for such failure to attend shall be laid before the school committee.

ART. 16. In the public elementary schools, the course of study shall extend over the period of eight years, but on account of local conveniences this period may be reduced to not less than four years, in which case the instruction shall be given for not less than four months in each year.

ART. 17. Where children have the means of receiving elementary instruction in any other way than by attending schools, such instruction shall be recognized to the extent that it is equivalent to that of the public schools.

ART. 18. In any localities where the means are inadequate for establishing and maintaining schools, it shall be lawful to organize a system of itinerant instruction for teaching children.

ART. 19. Schools shall be classed as public and private; those which are established and maintained out of local taxes or at the public expense of the wards or villages in which they are established, shall be called public schools; and those which are established and supported at the private expense of one or more individuals, shall be called private schools.

ART. 20. A public school shall be established or abolished with the approval of the governor of *fu* or *ken*.

ART. 21. Upon the establishment or abolition of a private school, a statement to that effect shall be presented to the governor of *fu* or *ken*.

ART. 22. The course of instruction of a public school shall be submitted to the Minister of Education for his approval.

ART. 23. Upon the establishment of the course of instruction of a private school, a statement of the same shall be presented to the governor of *fu* or *ken*.

ART. 24. The expenditures for any public schools which are established by the vote of the *fu* or *ken* assembly shall be paid out of the local taxes, and those of the public schools which are established by the vote of the people of a ward or village shall be paid out of the said ward or village rates.

ART. 25. In case schools established and maintained at the expense of any wards or villages require to be aided by the local taxes, the matter shall be submitted to the consideration of the *fu* or *ken* assembly, and be carried into operation according to the decision of that assembly.

ART. 26. Public school sites shall be exempt from taxation.

ART. 27. All contributions, either pecuniary or otherwise, which are made for educational purposes shall not be used or appropriated in any way other than that designated by the donors.

ART. 28. For the purpose of assisting public elementary schools, the Minister of Education shall annually distribute a certain amount of government aid to each *fu* or *ken*.

ART. 29. The governor of *fu* or *ken* shall distribute the government aid received from the Minister of Education among the public elementary schools.

ART. 30. No portion of the government aid shall be distributed to any elementary schools which have not been in session for a period of more than four months during the preceding year.

ART. 31. It shall be lawful for the governor of *fu* or *ken* to contribute from the government aid to any private elementary schools which he deems to be of sufficient public benefit to the people of the wards or villages in which they are established.

ART. 32. It shall be lawful to contribute from the government aid to any wards or villages where itinerant instruction is maintained for at least four months a year.

ART. 33. Public normal schools shall be established in each *fu* or *ken*.

ART. 34. Public normal schools shall grant certificates to their own students who have completed the course of study and passed the final examination.

ART. 35. Public normal schools shall grant certificates to other applicants than their own students when, on examination, they are found to be properly qualified to receive the same.

ART. 36. For the purpose of encouraging the improvement of the public normal schools, the Minister of Education shall have discretionary power to distribute a certain amount of the government aid to each *fu* or *ken*.

ART. 37. Teachers of either sex shall be over eighteen years of age.

ART. 38. Every teacher of public elementary schools shall have received a certificate from a normal school; but it shall be lawful for any person to be employed as a teacher without a certificate, provided he can furnish evidence that he possesses sufficient qualifications for his duties.

ART. 39. The Minister of Education shall from time to time send out officers of the department to *fu* or *ken*, for the purpose of inspecting the actual condition of educational affairs.

ART. 40. Every school, either public or private, shall be open to inspection by the officers sent out by the Minister of Education.

ART. 41. The governor of *fu* or *ken* shall annually prepare a report concerning the actual state of educational affairs within his jurisdiction, and forward the same to the Minister of Education.

ART. 42. In schools in general, pupils of both sexes shall not be taught in the same rooms; but in elementary schools teaching both sexes in the same rooms shall be permitted.

ART. 43. A school fee shall be charged or remitted according to the circumstances of the schools.

ART. 44. Children who have neither had small-pox nor been vaccinated shall not be admitted to the schools.

ART. 45. Persons affected by any contagious diseases shall not be admitted to the schools.

ART. 46. No corporeal punishments (such as whipping or binding with ropes or cords), shall be inflicted on the pupils in the schools.

ART. 47. Parents or guardians of pupils shall be permitted to attend any and all examinations that may be held in the schools.

## THE SCHOOL-ROOM.

### EXAMINATION QUESTIONS—ILLINOIS.

#### ARITHMETIC.—THIRD GRADE.

*Time—Seventy-five Minutes.*

Eight hundred and seven thousand, four hundred and sixty. Five hundred forty-nine thousand and eighty-eight. Nine hundred four thousand five hundred and sixty-three. Eighty thousand and one hundred and seven. Two hundred ninety seven thousand and four hundred and eighty-three.

1. Add the above numbers.
  2. Multiply each number by 9.
  3. Divide each number by 7.
  4. From two hundred ninety-seven thousand two hundred and forty-nine, subtract one hundred seventy-eight thousand one hundred and fifty.
  5. There were ninety-five thousand nine hundred and five children enrolled in the public and private schools of Cook Co. last year. There were twenty-one thousand three hundred and fifty-seven of them in private schools. How many were enrolled in the public schools?
  6. Eight maps cost seventy-two dollars. What would six maps cost at the same rate? Analyze.
- Write the answers to the following:
7.  $7+8+4+6-5-2+9 \times 10 =$
  8.  $35-10-2-5+2+3 \times 9+9 =$

#### ARITHMETIC.—FIFTH GRADE.

*Time—Seventy-five Minutes.*

1. Define product, sum, quotient, minuend, and multiplier.
2. How do you prove division? Find the Least Common Multiple of  $56-84-112$ .
3. Define cancellation, denominator, and a mixed number.
4. A, B, and C owned a section of land (640 acres); A owned  $\frac{3}{8}$  of it, which was  $\frac{2}{3}$  of what B owned. C owned the remainder. What fractional part of the section did C own, and how many acres?
5. How many yards in 4 remnants of calico, containing  $2\frac{3}{4}$ ,  $1\frac{3}{8}$ ,  $\frac{5}{8}$ , and  $3\frac{1}{4}$  yards, respectively?
6. If there are  $2\frac{3}{4}$  bushels of apples in a barrel, what will 100 bbls. cost at  $\frac{5}{8}$  of a dollar per bushel?
7. Multiplying the denominator of a fraction produces what change in the value of a fraction? Why?
8. What part of 11 is  $\frac{3}{4}$  of 8? Give analysis in full.

#### GEOGRAPHY.—FIFTH GRADE.

*Time—Seventy-five Minutes.*

1. Define a mountain-range; a bay; a river-basin; a peninsula; an isthmus.
2. What is the Great Central Plain of N. America? What river drains the west half of it?
3. Which zone contains the greatest amount of land? Which the greatest amount of water?
4. Name the States bordering on the Gulf of Mexico, beginning on the east, with the capital of each.
5. Name and locate two rivers; two capes; two lakes; two cities of S. America, and name two products of Brazil.
6. Name ten countries of Europe.
7. Where are Calcutta, Land's End, Mt. Hecla, Sacramento River, and Island Porto Rico?
8. Draw and outline map of N. Y.



FIFTH GRADE.—LANGUAGE.

Time—One Hour.

"A shade of sadness, a blush of shame,  
Over the face of the leader came."

1. Tell what part of speech each word is.
2. Name the subject, predicate, and object in the following sentence: "The industrious boy studied his lesson diligently."
3. Correct this sentence: "He gave them apples to you and I."
4. Write the plurals of story, child, life, bunch, and woman.
5. Use the following words properly in a sentence: is situated, amusing, tasteless, multitude, were.
6. What words should begin with capital letters?
7. "White fleecy clouds are floating above."  
Point out the subject and predicate, and state how each is modified.

EIGHTH GRADE.—GEOGRAPHY.

Time—Fifty Minutes.

1. How wide is each zone? Bound the Atlantic Ocean.
2. Define latitude, zone, imports, great and small circles.
3. What and where are Titicaca, Falkland, Mackenzie, Venice, Balkan.
4. Compare climate and productions of Maine, Oregon, and Ireland, and state reasons for their similarity or difference.
5. Bound France; locate its capital and name its exports to the United States.
6. Describe and locate the principal mountain-ranges and river-basins of South America.
7. Name the states bordering on the Great Lakes, and locate their capitals.
8. Draw an outline map of Italy. Name the five largest cities of Europe in order of population.

EIGHTH GRADE.—U. S. HISTORY.

Time—One Hour.

1. What explorations were made by the Cabots?  
Who discovered Mexico?
2. When and by whom were the first five colonies established?
3. Name the wars in which the colonies were engaged.
4. Was there ever any union of the colonies before the present U. S. Government was established? If so, what?
5. Name the causes of the Revolution.
6. What was done for education in the Massachusetts colony?  
What was the "Tea Party"?
7. Describe the first and last battles of the Revolution.
8. Give a brief account of Geo. Washington, Patrick Henry, and William Penn.

EIGHTH GRADE.—ARITHMETIC.

Time—One Hour.

1. Tables for Apothecaries' Wt. and Dry Measure.
2. What fractional part of a day is 13 hrs. 53 min. 20 sec.?
3. What will it cost to fill to the depth of 3 ft. a lot 24 ft. by 132 ft., at 50c. per cubic yard?  
How many cubic inches in a bushel?
4. A can do a piece of work in 9 days, B in 12 days, and C in 15 days. How many days will be required for them to do it, working together?
5. What is the interest of \$500 for 2 yrs. 2 mos. 3 days, at 8 cent?
6. If by selling lamps at 40 cents each, I lose 20 per cent., what per cent. shall I gain by selling them at \$9 per dozen? Analyze.
7. If 8 men can earn \$216 in three weeks, how many dollars would 12 men earn in 2 weeks? Work by proportion.  
Define commission, exchange, stocks, insurance and par value.
8. For how much must a note, payable in 42 days, be given at a bank to obtain \$500, money worth 8 per cent.

EIGHTH GRADE.—GRAMMER

Time—Seventy Minutes.

"Search thine own heart. What paineth thee  
In others, in thyself may be;  
All dust is frail, all flesh is weak;  
Be thou the true man thou dost seek!" —Whittier.

1. Diagram the analysis of first two lines.
2. Give a written analysis of the last line.
3. Give mood and tense of each verb.
4. Parse *what*, *frail*, and *man*.
5. What auxiliary verbs must always be used in the present perfect and future perfect tenses?
6. Write the possessive case, singular and plural of *city* and *life*.
7. Construct a sentence embracing each part of speech. Indicate the part of speech to which each word belongs by a proper abbreviation.
8. Correct, if wrong.
  1. He has got to do it.
  2. My foot slipped and I pretty near fell down.
  3. There is no use talking of it over.
  4. He is taller than me, but I am older than him.
  5. My brother was sick four weeks and is no better.

THE TEACHING OF ENGLISH GRAMMAR.

How best to teach a child to speak and write the English language correctly is one of the unsolved problems of the age. That the old method of teaching him technical grammar will not accomplish the result must be plain to the most casual observer. That teacher who adheres strictly to the routine of the text-book, and requires his pupils to spend the greater part of their scholastic year in stolidly committing to memory pages of text and theory that will never come into use in the lifetime of nine-tenths of the learners, will surely fail to teach his pupils to speak and write correctly. The stern demands of the world give to no one a lifetime for the abstract study of the *Dative Case*. To speak so as to be understood, and to express clearly in writing, the ideas of the mind, should be the end and aim of all teaching in this branch of study in our schools. Ten years are required by this system for the memorizing of hundreds of pages of texts, rules, and annotations, that might be devoted to the culture and nurture of the mental powers, from which ideas are born, and to the acquisition of those great truths relating to human happiness and the welfare of mankind, to which crude, abstract definitions have no more practical relation than has the theory of acoustics to the immortal symphonies of Beethoven. Too much technical teaching is the bane of our schools.

To reduce theory to practice is perhaps the aim of every author who communes with himself and makes a grammar; but while all other books to be found in the public schools are being modified and simplified to meet the growing sentiment of advance in the work of practical education, this study is still presented in a dry, conglomerated mass of abstract rules, without an attractive feature to the anxious student, who, for the most part, takes to it as the prisoner to his crust and sombre cell of retirement. One would not think that too many finger boards would obscure the right direction, but it seems so when we reflect that no other branch of study has so many rules of direction, and yet in no other is the progress so slow, so uncertain, and so unsatisfactory. Burdened with as many technical terms as a legal or medical text-book, it is placed in the hands of the child as his mentor of proper speech, and not seeing the end from the beginning he launches into the subject of natural and artificial language, dialects, idioms, epigrams, lyrics, versification, and the statistics of Adelung and Vater; without a "beam of cheerful hope or spark of glimmering day." He finds nothing in all this jargon that can be turned to practical account. While he wanders aimlessly through the declensions and conjugations he must needs wonder what all this has to do with his future wording of a commercial note, or with the forming of sentences which he may hurl from



the rostrum, to arouse his fellow-citizens to the defense of a common country and a common flag.

In the Primary Department the pupils should be required to talk much, and their errors in expression should be carefully corrected by the teacher. Each pupil should be required to give a short description each day of something he has seen on his way coming to or going from school, or to repeat in his own words a short story which has been previously read to him by the teacher.

If the pupils in the Primary Department should *talk* much, those in the Grammar Department should *write* much. As soon as pupils have learned the art of writing they should be required to have daily exercises in describing with pen or pencil certain objects with whose form, qualities, and characteristics they are well acquainted. At an early age they should be taught social letter-writing, as regards form and composition; and in the more advanced rooms they should be instructed in preparing business forms and business letters. It must not be inferred, however, that oral exercises in the use of language should be discontinued in the advanced grades, for, as the pupil becomes older, these exercises become more interesting and more beneficial. The old method of a separate recitation for each study was a fatal error. Grammar should be taught in connection with every other subject, and history and geography should be taught in connection with every interesting current event.—*Supt. George J. Lucky.*

## THE STATES.

**MICHIGAN.**—It has not yet been determined when Pres. Angell will leave Ann Arbor to enter upon his mission as Envoy Extraordinary to China. Prof. H. S. Freize will serve as President during his absence, at a salary of \$3,000 per year.

The Lapeer County Institute was held at Lapeer last week. Prof. Esterbrook, Conductor; Supt. Morley of Bay City, Prof. Hamilton King, Olivet, and W. L. Smith, Lansing, Instructors. A county teachers' association was organized; Prof. Frank Willis was elected President. Prof. Willis is principal of the Dryden high school and a teacher of ability. We doubt not that under his management the association will be a means of accomplishing much good.

Dr. W. W. French, principal of school at North Branch, besides doing his school work has a large practice in medicine. Considerable commotion exists in the schools of Almont. Herbert Trumbull, for two years in charge of the Grammar Department, has been discharged for gross immorality. Prof. C. L. Tappan has just issued a neat catalog of his school.

The Maple Rapids Institute is spoken of as a success. Prof. Ewing, with his large heart and liberal views, generally makes a success in all he attempts. Prof. Fairfield's teaching is mentioned as being of high order, and definite in its results.

We are indebted to Prof. Clayton, Howard City, for an account of the Big Rapids Institute. Prof. Clayton thinks Prof. Payne of the University the noblest Roman of them all, and that the only model institute he ever attended was at Big Rapids. We are glad to know that Mecosta county has had a chance to be so greatly favored.

The Juniors of the Flint high school held a public exercise Friday evening, April 9. Prof. W. A. Greeson is principal of high school, and is rolling the ball along right nobly for the Flintites. The Flint school board received four new members at the spring election, one to fill vacancy. Nine members constitute the board, and the new board will be organized in May. Total enrollment in Flint schools for six months ending Feb. 27, 1,662; Average number belonging, 1,276; Graduating class, 16. Supt. Crissy is doing good work and deserves much credit for the ability he has displayed in the Flint schools.

Miss Kate E. McNamara, formerly of Flint, is now principal of Lapeer high school, and giving excellent satisfaction.

Prof. Delos Fall, University, lectured in Flint, April 3, 1880, at the M. E. church. Subject: "Trip to South America." He exhibited many curiosities from the tropics.

Prof. J. A. Corbin's many friends are in hearty sympathy with him over the

indignity perpetrated against so noble a man, as his teachers and pupils were guilty of on last Saturday evening, obliging the Prof. to accept a valuable gold watch and chain as an expression of their good will. Shocking! Are any others in danger?

Miss Ruby Babcock has resigned her position in the primary department of the Lowell union school.

Miss Lizzie McCotter principal, Miss Alice Topping assistant, and Mrs. Ford, and Miss Ella Andrews primary department, will constitute the faculty of the Bellevue school for the spring term.

Prof. D. Roberts has closed his connection with the Traverse City schools, in order that hereafter he may devote his time to the law.

Ionia adopts the 12 years course next year.

A special school meeting was held at St. Clair, March 29, and \$6,000 voted to build a new school house the coming summer. Out of ninety-six votes cast there were only four against raising the money. The building is to be located in the Second Ward, and will be used for Primary schools only.

**MINNESOTA.**—The improvements to be made in rebuilding Carleton College at Northfield will cost \$22,000.

At the meeting of the Regents of the State University, W. W. Folwell was re-elected President by a unanimous vote. The following professors were re-elected: Jabez Brooks, Greek; Edwin J. Thompson, mathematics and astronomy; Newton H. Winchell, geology, mineralogy, and in charge of the geological survey; Charles N. Hewitt, public health; John G. Moore, North European languages; Moses Marston, English language and literature; C. W. Hall, geology, mineralogy, and biology. J. C. Hutchinson and J. S. Clark were elected assistant professors of Greek and Latin. The two last-named are alumni of the university, and have served therein as instructors for three years. The resignation of Professor G. Campbell, the oldest member of the faculty, was accepted. The foregoing action drops the following instructors: Mr. M. D. Rhame, Professor of Civil and Mechanical Engineering; Mr. O. F. Peckham, Professor of Chemistry and Physics; Mr. C. H. Lacy, Professor of Agriculture; and Mrs. A. F. Smith, Preceptress of English.

**IOWA.**—Our public schools have no better friends anywhere than the scores of noble men who honor and adorn the ranks of the Iowa press.

The New Hampton school building narrowly escaped burning last week. It was supposed to be the work of an incendiary.

The State Normal School has an attendance of over 200 students. Three-fourths of these are young ladies.

The Bloomfield school board has advanced Principal Foulks' monthly salary from \$60 to \$70 per month.

The Ottumwa high school rendered the opera of *Pepita* last week. Some of the best musicians of the city assisted in the performance.

The proceedings of the Twelfth Iowa's Reunion at Manchester, last week, will be published soon.

561 students have attended the various departments of the State University during the past year.

Clayton county has 10,933 persons of school age.

Rev. F. M. Bird, rector of the Episcopal church at Waterloo, has the largest collection of works pertaining to hymnology in America if not in the world. It embraces 3,000 volumes of hymnals and illustrated works.

Speaking of the suspended publication of John P. Irish's unique Iowa City *Daily Press*, the Bloomfield *Republican* says: "If even the memory of the high, rich flavor of the daily clings to the weekly edition, which will still be published, it will be the most pungent of Iowa weekly papers."

The *Northwestern Christian Advocate* says: "Iowa is now probably the most intelligent, the most religious, and progressive state in the Union."

The *Cedar Rapids Republican* observes that Prof. S. A. Knapp, of the State Agricultural College, is the coming man in Iowa as an authoritative expounder of scientific and practical agriculture.

Mr. C. P. Butler, one of the instructors at the Eldora Reform School, visited his Tipton friends last week.

The students of the State University have ordered a magnificent edition of Goethe's "Faust," translated by Theodore Martin and illustrated by A. Von Kreling, the son-in-law of the great historical painter, Von Kaulbach. The book is intended as a present to Capt. James Chester, late professor of Military Science and Tactics.

The Supreme Court of Iowa decided a pretty important case last week. It is declared to be the law that students at college in Iowa cannot vote in the college town simply because they are students. A student's right to vote de-



pends altogether upon his intentions as to residence. He is entitled to vote in the county where his home is, and not where he may be boarding during the fulfillment of a temporary purpose.

The Bellevue and Maquoketa cabinets are growing finely.

ILLINOIS.—At the recent Stark County Teachers' Institute, Miss Emily Smith of Peoria delivered two lectures on entomology and how to teach it.

Prof. Hendricks of Rock Falls conducted a very pleasant school entertainment recently at the Congregational church of that place. Calisthenics was a part of the program.

Ottawa High School Class of 1881 gave a very acceptable entertainment Monday evening, March 29.

The gentlemen of the Philadelphian society at Normal have challenged the ladies of that society to a literary contest. Don't you know better than to try that, boys? You are sure to be defeated.

Herbert McNulta, a senior in Normal University High School, has been appointed to succeed Harvey Wike as a cadet at Annapolis Naval Academy.

A competitive examination was recently held at Morris to choose a West Point cadet. We have not learned the result.

Tramps broke into a Princeton school house recently and did considerable damage.

During the last week of March the school house at Newtown was destroyed by an incendiary.

Lelia L. Hovey of Bloomington and Mary E. Summers of Peoria have both retired from the teaching profession, though neither of these cities has adopted the Chicago rule. The former lady married a Hillsboro merchant, the latter a Peoria farmer. The ladies need not stop taking the WEEKLY because they have stopped teaching, for they will still find it interesting.

Several students are at work in the chemical laboratory, Champaign, upon the analysis of foods thought to be adulterated. These are usually harmless except for the cheat there is in mixing. A case of poison from what was purchased for red pepper attracts much attention. Two graduates of the University are now at work in the laboratory, preparatory to opening assay offices in Colorado.

Macon County held its regular teachers' meeting at Decatur, April 3. The concentration of the work on a few points was a noticeable feature. The chief exercises were "Circulation of Invertebrates," by Mr. Gastman, "War of 1812" by Mr. Irwin, and "The Infinitive and the Participle," by Mr. John Smith. County Superintendent Trainer has long kept up the practice of giving a spelling exercise to his teachers. At this meeting thirty words were pronounced and A. W. Coleman and S. S. Mountz stood highest. They donated the premium book to Warrensburg school library.

Macon County schools will, in May, take an examination by the County Superintendent.

An attempt is being made to establish a school in Jerseyville for giving higher education to colored students. We have the impression that Jerseyville is not entirely friendly to the negro in the public schools, but she will not object to another's stepping in to start a charitable enterprise of this kind.

Supt. Russell of Kewanee is about to retire from the profession, and will locate on his farm in the suburbs of Peoria at the end of the current school year. May health and happiness attend him.

Peoria city institute is finding very interesting work in the analysis of Wordsworth's Ode to Immortality. If institute work does not bring all to the same opinion, it is well if it makes all form an opinion.

E. L. Drake, of Piatt County, is on his sixth term in a country school. It is pleasant to see a good man appreciated.

Superintendent Dougherty, of Peoria, was re-elected April 5 by a vote of 18 to 1.

School columns in local papers are beginning to give place to electioneering matter. This ought not so to be.

The *Paxton Record* devotes its school column to letters from pastors of city churches on the spelling reform. All published thus far favor reform.

INDIANA.—W. F. Harper, whose mysterious disappearance from Danville, while principal of the Central Normal School at that place, and whose equally mysterious awakening to consciousness among the Indians of the far west was chronicled in the WEEKLY, has been appointed principal of a new Institution, called the South Central Normal and Commercial Institute, at Mitchell, Ind.

The State College Oratorical Contest will take place at Park Theatre, Indianapolis, April 15. The colleges participating are Wabash, Hanover, State University, Purdue, Franklin, Asbury, and Butler.

Mr. Seiler, superintendent of Knightstown schools, assisted by Mr. Hodgins, of the State Normal, and Eli F. Brown of the Indianapolis high school, will hold a five weeks "Tri-county Normal" at Knightstown during the summer vacation.

The vacancy in the superintendency of the Vincennes schools occasioned by the appointment of Mr. Charlton to the principalship of the State Reform School has been filled by promotion, W. A. Townsend, of the high school, having been advanced to that position and Miss Belle Fleming promoted to the principalship of the high school. Mr. Charlton had a fine reception by the citizens of Vincennes before leaving. He received as a gift from some of the citizens a gold watch and a gold-headed cane.

John Cooper, of Richmond, is announced as a new candidate before the Republican convention for the Office of State Superintendent.

OHIO.—The Columbus schools are in a prosperous condition, and were never before so largely attended. Three new buildings are in process of erection and will be completed for the beginning of next year.

The next meeting of the State Teachers' Association will be held at Chautauqua Lake, N. Y., about July 6.

WISCONSIN.—The *Child's Book of Language*; published by D. Appleton & Co., has been thoroughly introduced into the public schools of Eau Claire. Prof. J. K. McGregor is giving excellent satisfaction in the educational field of District No. 3.

W. H. Cory, of Edgerton, has purchased an interest in a store in Milton, and will remove to that place about July 1.

The following college statistics are taken from the *Inter-Ocean*:

Lawrence University has eight members in its faculty. It has graduated 142 males and 80 females. It owns 2,500 acres of land, valued at \$11,650; buildings and library, \$51,500; endowments, besides real estate, \$51,431.75. Expenses last year, except for buildings and grounds, \$8,579.17.

Beloit College faculty numbers eleven. It has graduated 272 males, forty at last commencement. It owns, including site of twenty-three acres, 1,330 acres of land, estimated at \$25,000; building, \$55,000; endowment funds, besides real estate, \$135,000. Expenses last year, exclusive of repairs and buildings, \$15,641.96.

There are thirteen professors and instructors in Ripon College faculty. The institution has graduated fifty-nine males and thirty-four females. The estimated cash value of its grounds is \$700; of its buildings, \$65,000; of its endowments, except real estate, \$65,000. Expenditures of last year, exclusive of buildings and repairs, \$16,500.

Milton College has a faculty of nine professors and instructors, including State Superintendent Whitford, the President, whose time is absorbed at present by his duties to the state. It has graduated seventy-one males and sixty-one females. Estimated value of land owned by the institution, \$2,800; buildings, \$20,000; endowments, except real estate, \$10,706.70; total expenditures last year, except for buildings, \$6,327.61.

*Institute Notes.*—The teachers' institute for Monroe county convened in the high school building at Sparta on Monday morning, March 29, and continued in session two weeks. The enrollment reached 115. Prof. A. J. Hutton had charge of the work and was assisted by Supt. Brandt, Prof. J. H. Cumings, and Prof. D. H. Mahoney of Ontario. There was a lively demand for *Grube's Method* of teaching primary arithmetic. Conductor Hutton visited his old home and friends for a few hours at Eau Claire on Saturday, April 9. Miss Agnes Hosford, the very able superintendent for Eau Claire county, held a one week's institute in District No. One, high school building, of Eau Claire. Prof. F. T. Frawley conducted the exercises. About 75 teachers received the benefit. An examination of teachers followed. On Monday, April 5, the institute at Chippewa Falls opened with a membership of 75. State Supt. Whitford delivered a lecture to the friends of education on Wednesday evening. The city teachers were present and took active part. R.

Continued from last week.

The number of teachers required to instruct all the public schools in the state, in both counties and cities, is 6,844 an increase of 144. Of the teachers employed in the counties, it is estimated that at least one-third are males; and of the teachers in the cities, the ratio is nearly one to six. In both the counties and cities there has been a slight gain in the number of male teachers. The average wages of male teachers, in the country districts, were \$37.75 per month, a decrease of 70 cents; and of female teachers, \$25.72, a gain of 39 cents. The average salary paid to male teachers in the independent cities was \$838.51 per annum, a decrease of \$164.32; and to the female teachers, \$341.89, a decrease of 5.15. The highest yearly salaries paid to



males are returned from Racine, \$1,500; from Mineral Point and Oshkosh, as \$1,750; from Madison, as \$2,000, and from Milwaukee, as \$2,200. Females received in nine cities \$500 and upwards; in Racine, \$800, and in Milwaukee \$1,200. The aggregate amount of money paid this year for the wages of teachers in the public schools of the state was \$1,581,629.96, which is slightly over 73 per cent of the entire sum expended for the maintenance of these schools.

During the year, the whole number of certificates of the three grades issued by the county and city superintendents was 9,396, an increase of 355 on that of last year. The returns show a decrease of 60 teachers who received certificates of the first grade; of 127 of the second grade; and an increase of 329 of the third grade. The decrease and increase in all grades is divided almost equally between male and female.

The number of graded schools with two departments is 208—a gain of one; and with three or more departments, 225, the same as 1878; the whole number is 433. There are eighty-eight free high schools, and several other localities are making preliminary arrangements therefor. The attendance upon these high schools was 6,693—the lowest in a single school being 29, at Port Andrew, and the highest 325, at Oshkosh. The male teachers employed number 106, and the female, 90. Of both these Madison hired 12, the largest number, and Oshkosh 9, the next largest. They were in session 8.9 months, as the average length of time. They expended for instruction \$119,098.15, and received as tuition fees \$9,087.90 from pupils residing outside of the respective districts, and \$25,000 as the appropriation from the state. The balance, 885,010.25, was met very largely by taxation upon the property of the citizens who organized the high schools.

The number of school houses returned from the counties is 5,453, and from the independent cities 173—a total of 5,626. This makes an increase of 65 on those reported in 1878. Sixty of these belong to the counties, and five to the cities. The gain in the former is quite evenly distributed throughout the state, though it is somewhat greater in the northern portions.

Of the 5,453 school houses mentioned, 3,009, in the opinion of the district clerks, and 3,793 in that of the superintendents, are located properly or on sites well selected; 4,209, in the opinion of the former, and 2,892, in that of the latter, are in good condition or properly built; and 3,694, in the opinion of the former, and 1,916, in that of the latter, are well or properly ventilated. The disgraceful and undecidable facts are presented by the district clerks that only 627 school houses are located on improved or ornamented sites; and that only 1,823 have their grounds well enclosed with fences. The county superintendents report that only 2,826 are properly lighted, and only 2,250 are well seated. About two-thirds of the school-house sites are provided with out-houses in good condition. In this respect there has been a decided improvement. While blackboards are quite generally supplied, the complaint is almost universal that the schools are needing such apparatus as maps, charts, globes, numerical frames and mathematical blocks.

The school-houses have decreased in value, since last year, \$38,515.02; the sites increased, \$94,966.25; and the apparatus decreased, \$2,018.09.

The Superintendent complains that one-half of the school-districts do not comply with the law, in adopting a uniform series of text-books, and there still exists a costly and shameful medley of school-books on the same subjects, in many country schools. He urges that the Legislature should devise some penalty which will compel, under the present law, all district boards to select a uniform list of text-books for the use of their schools, and then to prevent the introduction of unauthorized books.

The entire cost of public education in the state for the past year was \$2,513,301.83.

There are in the state 12 denominational colleges and universities, with 68 teachers and professors, and 1,293 students. There are 66 county and superintendent districts in the state. Five academies and seminaries are reported, with 16 teachers and 257 students, though there are 25 such institutions within the state. In the matter of school libraries, 41 counties report 273 district libraries, and the cities 18; during the year \$2,235.94 were expended in the purchase of volumes, the total value of books now on the shelves being \$20,400.15. The past year, the whole number of teachers' institutes under the charge of the state, was 64, which were held in fifty-seven counties and superintendent districts; of these, 24 were each one week in duration; one was four weeks; and 39 were each two weeks; the institute system in this state is being everywhere recognized as a most effective educational agency.

Superintendent Whitford closes his very able and exhaustive report with numerous suggestions as to needed improvements in the public schools. To obtain increased attendance, he suggests that any feeling of repugnance to

the use of coercive measures should be overcome; that the law should be so explained as to awaken an intelligent interest in its provisions, that boards should enforce them, and that parents should understand that they are guilty of criminal acts by depriving the children of needed education; and finally that school-houses and ground should be rendered more attractive and cheerful, and be better supplied with educational facilities. He urges better qualified and more permanent teachers, the grading of the country schools, the general institution of the township system in opposition to the district system,—and finally, the levy of a state school tax as the completion of the common school system.

The report will command general attention as being without doubt the most thorough, intelligent, and practical that has thus far emanated from the Department of Public Instruction.

## OFFICIAL DEPARTMENT.

### WESTERN NATIONAL FAIR,

TO BE HELD AT BISMARCK GROVE, LAWRENCE, KANSAS, SEPTEMBER 13 TO 18.

Educational Exhibit,—Allen B. Lemmon, Superintendent.

PREMIUM LIST.—Lot A—High School. Lot B—Graded School. Lot C—Rural District School. Lot D—Sweepstakes, (Open to all). Lot E—Scientific Collections. Lot F—School Architecture.

#### DIRECTIONS FOR PREPARING PAPERS TO BE EXHIBITED.

1. All work must be upon paper, eight by twelve inches, and a margin of one inch must be left for binding.
2. Lead pencils may be used in preparing exercises in drawing, and the work of primary schools. All other papers must be written with pen and ink.
3. Each pupil must write at the beginning of his papers his name, age, postoffice, and the date of preparing the paper. No two papers on the same branch will be accepted from one pupil.
4. It is expected that the preparation of these papers will be conducted in the same manner as a written examination—the pupils to have no previous knowledge of the questions given, and to receive no assistance during the writing, and that all papers belonging to one set will be prepared at the same time, except that more time may be taken for the drawing and penmanship papers intended for the special exhibit.
5. The work of schools should be collected by classes; every member of the class being represented either by work or by a sheet of paper, on which the teacher shall give the reason of the child's failure.
6. Each complete set of papers from the same school, entered for each of the several premiums named, must be securely and separately bound with a cover, upon which shall be stated the class, lot and number of the premium for which the papers are entered, and the class or grade of the school from which the papers came, and with a title page, giving the name of the school or the number of the district, the name of the county, the date of the preparation of the papers, and the name and postoffice address of the teacher. A copy of the questions used must be bound with each set of papers.
7. All papers for this exhibition may be sent as soon as prepared to the State Superintendent of Public Instruction, Topeka, Kansas, and he will see that they are properly entered at the fair.
8. Schools are earnestly solicited to send in specimens of work done by their pupils during the year.
9. For further information, address the Secretary of the Western National Fair Association, Lawrence, Kansas, or the State Superintendent of Public Instruction, Topeka, Kansas.

#### LOT A—HIGH SCHOOL.

Best set of not less than three papers in each of the following: 1st. Language (both translation and composition). 2d. Mathematics (Algebra or Geometry). 3d. Natural Sciences (Botany, Natural Philosophy, Physiology, or Zoölogy), Dip. and \$15; Second best, \$10. Best set of not less than three papers in Language (both translation and composition Dip. and \$10; Second best, \$5. Best set of not less than three papers in Mathematics, (Algebra or Geometry) Dip. and \$10; Second best, \$5. Best set of not less than three papers in Natural Sciences, (Botany, Natural Philosophy, Physiology, or Zoölogy), Dip. and \$10; Second best, \$5.

#### LOT B—GRADED SCHOOL.

##### Primary Schools.

Best set of not less than ten papers in each of the following: 1st. Spelling, fifteen words. 2d. Penmanship, four lines, written with pen or pencil. 3d.



Arithmetic, 4th. English composition, Dip. and \$15; Second best, \$10. Best set of not less than ten papers in Penmanship, Dip. and \$5.

*Intermediate Schools.*

Best set of not less than ten papers in each of the following: 1st. Spelling, twenty-five words. 2d. Penmanship, ten lines. 3d. Arithmetic, Dip. and \$15; Second best, \$10. Best set of not less than five Arithmetic papers, Dip. and \$5.

*Grammar Schools.*

Best set of not less than five papers in each of the following: 1st. Drawing. 2d. Grammar and Composition. 3d. Geography, Dip. and \$15; Second best, \$10. Best set of not less than five papers in Geography, Dip. and \$5.

LOT C—RURAL DISTRICT SCHOOL.

Best set of not less than five papers in each of the following: 1st. Spelling, twenty words. 2d. Language. 3d. Letter Writing. 4th. Arithmetic, through Percentage, Dip. and \$15; Second best \$10. Best set of not less than five papers in Spelling, twenty words, Dip. and \$10. Best set of not less than five papers in Language, Dip. and \$10. Best set of not less than five papers in Letter Writing, Dip. \$10. Best set of not less than five papers in Arithmetic, through Percentage, Dip. and \$10. Best set of not less than five papers in Botany, Natural Philosophy, Physiology, or Zoology, Dip. and \$20.

LOT D—SWEEPSTAKES (OPEN TO ALL).

Best set of not less than three Drawing papers from one school, Dip. and \$20. Best set of not less than five papers in U. S. History, \$20. Best set of not less than ten papers (full pages each) in Penmanship, \$20. Best map of Kansas, drawn on the scale of ten miles to the inch, with margin of two inches, by a pupil under fourteen years of age. This map must be accompanied by the certificate of the teacher, stating the age of the pupil, and that the map was drawn in his presence from memory, and without assistance), Dip. and \$10; Second best, \$5. To the County Superintendent who secures a complete display by schools from the greatest percentage of school districts in the county. (Not less than ten districts being represented), Dip. and \$50; Second best, \$30; Third best, \$20.

LOT E—SCIENTIFIC COLLECTIONS.

Best collection illustrating the Botany of Kansas, and belonging to a rural district school, Dip. and \$15; Second best, \$10. Best collection illustrating the Entomology of Kansas, and belonging to a rural district school, Dip. and \$15; Second best, \$10. Best collection illustrating the Geology of Kansas, and belonging to a rural district school, Dip. and \$15; Second best \$10. Best Botanical collection belonging to a graded school, Dip. and \$15; Second best, \$10. Best Entomological collection belonging to a graded school, Dip. and \$15; Second best, \$10. Best Geological collection belonging to a graded school, Dip. and \$15; Second best, \$10.

LOT F—SCHOOL ARCHITECTURE.

Best plan for a school house of one room, with front and side elevation, and perspective drawing. (These plans must be accompanied by dimensions, details of construction, and bills of material required for the construction of frame houses of such sizes as to accommodate properly (a) thirty, (b) forty and (c) fifty pupils; the plans; specifications, etc., receiving a premium, to become the property of the state of Kansas), Dip. and \$60; Second best, \$40.

ILLINOIS—OFFICIAL DECISIONS.

The Supreme Court has decided (March 23) in re Edwin C. Hewett vs. The Board of Education of Normal School District. (Opinion by Walker, J.)

1. Practice—Affirmance by Appellate Court is a finding of facts as in court below.—Where there is evidence on the trial of a cause tending to prove the issue of facts in favor of the successful party, and the Appellate Court affirms the judgment below, this court must take the affirmance as a finding of the facts as they were found by the Circuit Court.

2. Municipal Bonds—Of their validity—Municipal corporations, unless authorized by their charters, have no power to make and place in the market commercial paper; and all persons dealing in municipal bonds issued by the officers of a school district must see that this power to issue them exists. There is no presumption that such paper has been issued within the scope of their power as is the case with corporations created for business purposes.

3. Municipal bonds issued without power are void in whosever hands they may be found. So a bond issued by the board of education of a school district, not for the purpose of raising money to purchase a school site, or for erecting a school building, they having no power under the statute to issue such paper for any other purpose, is void even in the hands of a person taking without notice, as no one can be an innocent purchaser of such void paper.

4. Same—Trustees of fund cannot purchase bonds issued by themselves.—Members of a board of education for a school district are virtually trustees of the school funds, and as such they are incapable of dealing with the fund as purchasers or donees, and bonds issued by them to raise money for the district and negotiated to members of the board are void, even though sold without any discount.

This court has also decided in re Edward McCormick vs. Cora Burt et al. —(Opinion by Scott, J., affirming):

1. Public Officers—Whether liable in damages for mistakes.—Public officers to whom matters may be submitted for their determination, the consideration of which requires an exercise of their deliberative judgments, are not answerable in damages for mere errors of judgment unaccompanied with malice or bad faith.

2. Same—School Directors—Suspension of pupils.—School directors are invested by the statute with certain discretionary power in regard to the suspension or expulsion of scholars from the public schools. In the exercise of that power they must be deliberate and judge and decide, and if they but err in their judgments, without malice or intention to wrong the scholar, they cannot be held liable in a suit for damages for their action in that regard.

3. Pleading—Of the declaration in action against school directors for suspension of scholars—In an action on the case against school directors for suspending the plaintiff, a scholar in one of the public schools of which the defendants were directors, from all the rights and privileges of such school until he should express a willingness to comply with a rule of the school which required such scholars as might be in attendance at the time set apart for reading the Bible in the school by the teacher, to lay aside his books and keep quiet during that exercise, it was held to be a fatal defect in the declaration, that it omitted to aver that, in directing the suspension of the scholar from the privileges of the school, the directors acted either wantonly or maliciously.

THE CHILDRENS' HOUR.

Conducted by MISS S. P. BARTLETT.

[This Department may be read by scholars, or, by teachers and scholars.]

I wonder if the boys and girls ever think where all the poetry they like comes from? Perhaps some of you are not satisfied unless you know. I hope so. But I suppose more of you do not think much about it.

Now, if you have a letter, would it be just as good if you did not know who wrote it, or if anybody wrote it? Think of a favorite poem as from the hand and pen of a person, and written precisely for the enjoyment and love of others. Then would you not like to know who the writer is?

All beautiful verses are such messages, and they are very often written by famous people.

One of the best, and wisest, and pleasantest things we can do, now and then, is simply to stop and think. I know you hardly believe that, but let us see if it is not true.

I think it will help us about this little poem I want you to read aloud to your teacher; the boys may learn it for declamation if they like. Please read it carefully, and thoughtfully. Its title is:

HE NEVER SMILED AGAIN.

The bark that held a prince went down,  
The sweeping waves rolled on;  
And what was England's glorious crown,  
To him that wept a son?  
He lived—for life may long be borne  
Ere sorrow break its chain;  
Why comes not death for those who mourn?  
He never smiled again.

There stood proud forms around his throne,  
The stately and the brave;  
But which could fill the place of one,  
That one beneath the wave?  
Before him passed the young and fair,  
In pleasure's reckless train;  
The seas dashed o'er his son's bright hair—  
He never smiled again!

He sat where festal bowls went round,  
He heard the minstrel sing;



He saw the tourney's victor crowned  
Amidst the knightly ring.  
A murmur of the restless deep  
Was blent with every strain,  
A voice of winds that would not sleep,  
He never smiled again!

Hearts in that time closed o'er the trace  
Of vows once fondly poured,  
And strangers took the kinsman's place  
At many a joyous board;  
Graves, which true love had bathed with tears  
Were left to heaven's bright rain,  
Fresh hopes were born for other years—  
He never smiled again!

Now I have a great many pairs of interested eyes looking up into mine, asking me to tell the children about this touching little piece of verse. They ask: "What does it mean?" "Is it true?" "Who is it about?" etc.

Perhaps some of you already know who this unfortunate young prince was, and who was his father, and some interesting facts about his sad loss. At any rate, I wish you to try to find that for yourselves, if you do not. But I will tell you that this sweet and touching little poem was written by Mrs. Hemans, a dear English lady, and lovely verse writer, who had five little sons of her own, and to whom, no doubt, when gathered around her knee, she used to love to repeat these very songs we enjoy to day. She wrote many others. Some of them are, "The Breaking Waves Dashed high," "The Graves of a household," and "Casabianca." I could tell you much more of this dear English lady, who is dead now.

#### ONE LITTLE LIFE.

Bright little dandelion,  
Downy yellow-face,  
Peeping up among the grass  
With such gentle grace,  
Minding not the April wind,  
Blowing rude and cold;  
Brave little dandelion,  
With a heart of gold.

Meek little dandelion!  
Changing into curls,  
At the magic touch of these  
Merry boys and girls!  
When they pinch thy dainty throat,  
Strip thy dress of green,  
On thy soft and gentle face  
Not a cloud is seen!

Poor little dandelion,  
All gone to seed;  
Scattered roughly by the winds,  
Like a common weed!  
Thou hast lived thy little life.  
Smiling every day;  
Who could do a better thing,  
In a better way?

—Selected.

#### THE RED BOX AND THE BLUE GLOVE.

##### II.

"So you will tell the teacher of me, will you, Cry Baby?" exclaimed a loud, angry voice. "March in there, you spiteful little thing, and maybe you'll have time to think about it!" With this came the sound of a fierce slap, and a struggle, and then a cry of "Oh, please don't shut me into this dark closet, Phebe!" But the door was quickly slammed, and more than that, hooked fast, and then, while the Red Box and the Blue Glove held their breath, hasty footsteps fled away, leaving somebody a prisoner in the dismal closet besides themselves.

The shock and surprise of all this seemed to bring the Red Box to herself, for presently she whispered to the Blue Glove in trembling words:

"If my eyes do not deceive me, it is my darling Blue Eyes' voice I heard, and somebody has been abusing her dreadfully?"

"Alas! yes," returned the Blue Glove, that naughty, cruel Phebe has seized the poor little thing and put her in this dark prison. Hark, do you not hear her weeping?"

The Red Box listened, and groaned aloud, but only the Blue Glove could

know it; their talk and their sympathy were all undreamed of by poor little Blue Eyes, and they need not have whispered.

You can never imagine their distress, though, as they fully felt how powerless they were to help her, or even to make her aware that they would if they only could.

"Oh, dear! dear! that I should live to see this day!" moaned the Red Box.

The Blue Glove had not spoken for a little time, while she seemed to be thinking. Presently she whispered: "Something gives me courage, dear Red Box. I certainly feel a new hope in my heart, that is like that ray of light struggling through the crack of the big door, there. Cheer up, Red Box;—things are as bad as they can possibly be, now, it is true; but I have never quite lost heart, and I don't think it is right to. You and I and dear Blue Eyes have done no wrong; we would have every one good and happy. Cruel, wicked things happen, I grieve to say, as we all feel and know, but the good are taken care of, for all that."

"Are you not afraid my Blue Eyes will smother and die, down in this miserable closet?" replied her companion.

"It is pretty close here, for her, it is true, answered the Blue Glove, but this is a brisk spring day, and a good deal of air blows in around the door, and at the crevices; and then it is not such a small closet as that, after all. Still, 'tis a great deal worse for her than for you and me. But hark, I think she is moving."

The same ray of sunlight that peeped in and cheered the Blue Glove, touched Blue Eyes' golden curls, in the dark closet. Now she was by no means a little girl of no spirit; and though frightened and shocked by what had happened to her, she had already wisely wiped her eyes, and begun to think of how she was to get out of her prison. It was useless to call for help now, she knew, for the school-room was empty. So she began to feel around her, and try to find something which might be useful to her. She had been sitting on a deep box of kindlings and fuel. Now she climbed up and stood upon the edge, carefully. She touched the dark walls behind her with her outspread hands. They were cold, and gave her a very unpleasant feeling; but the tiny ray of sunlight still struggled in to smile upon her efforts, and she remembered, "Everything helps those who help themselves." She had time, too, to think of Robert Bruce and his spider; may be that was rather because poor Blue Eyes so dreaded spiders, and wondered how many had nests she was brushing away with her shrinking fingers!

She discovered a musty cape hanging in the corner, and tipped down a big shade-hat waiting for summer; then there were the broom and brushes, a stone pitcher, a broken lunch-basket, and some dusters; and it took her much longer than you may think to find out these; but she did not see as they could help her, after all her groping around in so many dusty disagreeable nooks and corners; and she began to feel as if she should surely cry again, and to be very nearly discouraged.

To be sure, there was the top shelf left, but Blue Eyes dreaded that, most of all, as the spiders were sure to be most at home in its high retreat. With a heavy heart she stood upon the center of the wood-pile, and saying to herself:

"Why should I find anything up here, to help me?" cautiously reached up amid the shadows and gloom.

As that little hand approached, what shall be said of the feelings of the Red Box and Blue Glove?

(To be Concluded.)

#### THE PUZZLE BOX.

Answer to puzzle in No. 153. Ink.

A little girl has just sent me this "Geographical Picnic," and I want you all to find the names she has hidden so nicely.

##### A GEOGRAPHICAL PICNIC.

One day a party of friends started for a picnic. The day was promising, and everything gave signs of a mountain in the western part of British America. On our way we stopped for two girls of our acquaintance whose names were two towns in the western part of West Virginia. We proceeded along the road for some little time when one of our party caught sight of a humming bird's nest which was found to be deserted. One of them desiring it, it was detached by means of a fashionable watering place in the eastern part of New Jersey. Feeling tired, we encamped upon a grassy spot where the trees were a river in the eastern part of Utah. We had filled our knapsacks with good things, among which was a river in the southern part of Africa. After a delay of a few hours we returned home, where a delicious dinner of a river in the central part of Idaho awaited us; after which we separated with a cape at the southern extremity of Greenland, having passed a most pleasant day.

ALICE.



# EXAMINATIONS.

At the last principals' meeting, by a curious coincidence, the executive committee had no subject to present for discussion, and the superintendent had one. It was that of examinations, suggested by the report of an examination held in Norfolk County, Mass., including the city of Quincy, whose schools are now famous through the pen of one of the Adams family—we have forgotten which one. The results of the examination in question were very unsatisfactory, and the superintendent quoted a number of blunders which, though made in Massachusetts, had a very familiar sound to the pedagogical ears of Chicago. The Chicago superintendent is averse to public examinations of either pupils or teachers, all the recent examinations of the latter being private.

Henchman Bright opened the discussion by saying that the Norfolk examination was not for promotion, but a test or competitive examination; that the questions were purposely easy for the grades in order to test accuracy rather than to measure the extent of pupils' knowledge. He would favor such an examination in Chicago. At present we have only the high school examination. He would like to see the spring examination revived.

Mr. Doty explained that Mr. Wells instituted the spring examination years ago as a means of grading the schools when the graded system was introduced; but that the object being accomplished he [Mr. Wells] thinks such a proceeding unnecessary at this date. [Note.—This is an error. Mr. Wells believes in the need of this examination now as much as ever.] Mr. Doty further suggested the exchange of questions by principals as a means of securing uniform grading.

Principal Loomis suggested that questions in some of the grades be prepared at the office and issued therefrom as a means to secure uniformity. Principal Hannan submitted that this would interfere with the flexibility of the system, and asseverated that it is the business of the principal to prepare his questions and examine his school; that that is what he is for; that therefrom he derives his *raison d'être*; but that it is the business of the office to prepare questions for test and comparison.

Bright spoke again.

Principal Loomis did not agree with Principal Hannan that questions should be suited to the capacity of the class, but made to keep scholars up to grade according to the graded course.

A Voice.—"Nobody follows the graded course."

Mr. Baker said he believed in examinations because they show the mental habits of children, but they can not test the best part of an education. He vigorously dissented from Principal Hannan's view that examining was the chief reason for a principal's official existence. He held, on the contrary, that a principal should be a character in his school, should give tone to his school, and be an exemplar of its *personnel*. He should try to make his school better than any other school, not try to make it an average of several others or himself the average of several other men. [Considering the *personnel* of Hannan and Baker respectively, this line of argument was somewhat rich].

Bright spoke.

Henchman Vanzwoll didn't speak, although it was his turn after Baker and Bright.

Principal Slocum asked, "Is it wise to promote entirely on examinations?" His plan was to make a monthly examination count one-half the average and recitations the other half for the term, and this average one-half and an examination at the end of the course the other half for promotion.

Baker spoke and said that it is human to wish to do better than others; hence he believed in the publication of the results of examinations. "There is virtue in it."

Principal Slocum—"There is viciousness in it, too."

Principal Belfield hoped for small schools, two or three hundred, in which the principal would have an opportunity of knowing his pupils individually.

Bright said that the words we give out are ridiculous. He could not spell or define those of the Sixth Grade. [This would seem a final argument in favor of examinations.]

Mrs. Young being called on said that the difficulty in marking papers grew out of the want of a normal school. The work of marking by the normal girls had a two-fold advantage in the past—in showing principals the deficiency of their schools in particular, and the normal under-graduates the weaknesses of the schools in general. The hardship could be avoided by examining in only one study at a time, and letting the spring examination be occasionally a "sprung" examination. Publishing the averages had the good effect of showing parents the deficiency of their children and forestalling

complaints about subsequent poor progress in the high school. Examinations for promotion were too largely written. In some studies the examinations should be oral. In written examinations the children do not learn the use of English.

Principal Kirk believed in knowing something of pupils independent of the examinations; he would take age, maturity, personal circumstances, etc., into consideration, and had occasionally lifted children out of a grade on general principles, always with satisfactory results. He believed competitive examinations unfair, since it is not possible to take all attending circumstances into account.

Henchman Bright reverted to the hardship of Sixth Grade spelling. He opined that not one teacher in fifty could spell and define the words in the sixth grade. Children should be called on to spell only (or, as he said, only to spell) the words they are using. [Note.—How then are they to add any new words to their vocabulary?]

Principal Wood's trouble was that teachers asked him for his examination questions and drilled their pupils on them. He believed we were examining to death. We examine not only to promote but to determine whether the pupils are ready to be examined.

Principal Stowell asked if divisions should be advanced as a whole or in fractions. Principal Hannan would advance in fractions of divisions, by classes of fifteen and upwards, as soon as they were ready. As to "estimates," some teachers' estimates are a very uncertain quantity. Moreover, if a pupil knows a thing he can write it out.

Mrs. Young.—Principals should have a variety of questions. We use our judgment about dull pupils. The schools are for individuals and not for bringing all to a common level. It is a good thing for the class to have the brightest ones in a class below mingled with them.

Henchman Baker spoke.

Henchman Bright spoke.

Henchman Vanzwoll didn't speak; hence the association, by executive order of the president, adjourned. The old principals' association seems to be revived. Tally one more for the WEEKLY.

## LONG WORDS.

"Bob," said Tom, "which is the most dangerous word in all the English language to pronounce?"

"Don't know," said Bob, "unless it is a swearing word."

"Pooh," said Tom: "It is stumbled, because you are sure to get a tumble between the first and last letter."

"Ha, ha!" said Bob; "now I've one for you. I found it one day in reading the paper. Which is the longest word in all the English language?"

"Valetudinarianism," said Tom, promptly.

"No sir; it's smiles, because there is a mile between the first and last letter."

"Ho, ho!" cried Tom, "that's nothing; I know a word that has over three miles between its beginning and ending!"

"Now, what's that," asked Bob, faintly.

"Beleagured," exclaimed Tom, triumphantly.

THE UNIVERSITY OF MINNESOTA.—The *Pioneer Press* of St. Paul pays the following high compliment to one of the WEEKLY's editors in the field: "The appointment of Prof. O. V. Tousley as one of the regents of the university will prove one of the most popular appointments made by Gov. Pillsbury during his term of office. The professor is eminently qualified for the high and responsible trust. No better man could be found within the state on whom to confer the honor and the duties of the office. He is eminently a learnedly practical educator of the highest order. Yet he is a business man of experience and success. We know of no man in the state in whom is combined all the elements of a good regent of our young university, in better proportion than in the character of the popular, kind, and driving autocrat of the public schools of Minneapolis. We have written autocrat and we will not erase it, for had he been less than the character we have drawn he could not now point to the best system of public schools in the Northwest as the result of his decade of service in our interests."

Will you please publish a solution of the following: How much lead, specific gravity 11, with  $\frac{1}{2}$  oz. of copper, specific gravity 9, can be put on 12 oz. of cork, specific gravity  $\frac{1}{4}$ , so that the three will just float, that is have a specific gravity equal to water?

A. S. FISHER.



Cruel Tydides surprised him, and laid all waste with great slaughter,  
Driving his fiery steeds to his camp, before they had ever  
Tasted the grass about Troy, or drank of the waters of Xanthus.  
There in another direction deprived of his arms he discovers  
475 Troilus fleeing, poor boy, unable to cope with Achilles,  
Dragged by his steeds as he hangs from his empty chariot backward,  
Grasping the reins, however; his hair and his shoulders are trailing  
Over the ground, and the dust shows the line that his spear shaft is tracing.  
Meanwhile the Trojan matrons with hair all disheveled were going,  
480 Bearing the suppliant robe to the temple of angry Minerva,  
Beating their breasts with their hands in sorrow and humiliation;  
Fixing her eyes on the ground, with aversion the goddess received them.  
Thrice round the Trojan walls having cruelly dragged the brave Hector,  
There by his lifeless corpse, which he offers for sale, stands Achilles.  
485 Then from the depths of his heart he in truth heaves a sigh at beholding  
Chariots there and rich spoils, and even his noble friend's body,  
And with his hands all unarmed extended for mercy, king Priam.  
There, too, he sees himself, in the midst of the chiefs of the Grecians,  
Also the troops from the east, and the arms of the swarthy skinned Memnon.  
490 There with her Amazon troops all furnished with small crescent bucklers,  
Penthesilea is raging conspicuous mid all the thousands,  
Girt with a golden girdle and leaving the bosom uncovered,  
Daring, the warrior maiden, to mingle with men in the conflict.  
While all these scenes so wonderful seem to the Trojan Aeneas,  
495 While, as if grown to the spot, transfixed with surprise he stands gazing,  
Dido, the beautiful queen, is seen approaching the temple,  
Closely surrounded and thronged by a troop of her youthful attendants.  
As on the banks of Eurotas, or over the tops of Mount Cynthus,  
Sometimes Diana leads forth her bands, whom a thousand nymphs follow,  
500 Thronging on this side and that; she bears on her shoulder a quiver,  
And as she moves among them, above all the goddesses rises,  
While an ineffable joy pervades the proud heart of Latona.  
Such now was Dido, and thus through the midst in her joy she advances,  
Deeply absorbed in the works, and the future success of her kingdom.  
505 Then in the doors of the goddess, beneath the high porch of the temple,  
High on a lofty throne she sat down with her armed men around her.  
She was dispensing justice and giving laws to her people,  
Rendering equable parts, or assigning their tasks by allotment,  
When on a sudden Aeneas perceives, with a great crowd attended,  
510 Antheus approach, and Sergestus, and with them the valiant Cloanthus,

These and yet more of the Trojans, who over the sea had been scattered,  
Borne by dark tempests away to the shores of far remote countries.  
He was himself astonished, nor less at the same time Achates,  
Trembling with hope and with fear; by the hand they were burning to grasp them  
515 But their uncertain condition still greatly disturbed and perplexed them.  
Checking their eager desire, still enveloped in cloud, they conjecture,  
What is the fate of their friends, on what shores they have left all their vessels,  
Why they have come; for from all the ships chosen persons were coming,  
Praying indulgence and favor, and seeking the temple with clamor.  
520 When they have been introduced and a kindly audience granted,  
Thus from his tranquil breast Ilioneus spake, as the eldest:  
"Gracious queen, to whom Jupiter grants to found a new city,  
"And by sure justice and law to curb the hearts of proud nations,  
"We, in our need, wretched Trojans, by winds over every sea driven,  
525 "Pray thy protection; avert those inhuman fires from our vessels,  
"Spare our deserving race, and regard our condition with favor!  
"We have not come with the sword to lay waste the African country,  
"Nor have we come to plunder, and bear to the shore the rich booty;  
"No such intent do we harbor; such pride belongs not to the vanquished.  
530 "There is a place which the Greeks have the name of Hesperia given;  
"It is an ancient land, and unrivaled in prowess and products;  
"Once the Ænотrians held it, but now it is said their descendants  
"Give to the country the name of Italy after their leader;  
"Thither our course was directed;  
535 "When, all at once, from the sea the stormy Orion arising  
"Bore us on hidden shoals, and by violent tempests dispersed us  
"Over the sea at its mercy, and on the wild rocks far asunder;  
"Hither a few to your shores have barely succeeded in swimming.  
"What race of men, though, is this? or what country so barbarous is there,  
540 "As to permit such a custom? A refuge on shore is denied us;  
"Coming against us in arms, they forbid us even a landing.  
"If you despise human arms, and fear not the vengeance of mortals,  
"Yet be assured that the gods of the right and the wrong are regardful.  
"We had a chieftain, Aeneas, than whom there existed no other  
545 "Either more upright and just, or more famous for warlike achievement,  
"Whom if the fates still preserve, if he breathes the pure air of these heavens,  
"Nor has yet gone to his rest in the land of darkness and shadow,  
"Be not afraid nor regret to have been thus before him in kindness!  
"In the Sicilian country there also are opulent cities,  
550 "Filled with supplies, and of Trojan descent the famous Acestes.



## OUR NEW DEPARTMENTS.

We have received many words of commendation for the new departments recently added to the WEEKLY, but none more heartily given or more highly appreciated than the following from the Educational Department of the Galesburg, Ill., *Republican Register*, conducted by Miss Mary Allen West, county superintendent of schools.

"Our good friend, Miss S. P. Bartlett, has transferred her department in which we have all been so much interested, from the *Primary Teacher* to THE EDUCATIONAL WEEKLY. Miss Bartlett is a great favorite with our boys and girls, as well as with their teachers, and we are sure they will enjoy "The Children's Hour," conducted in the WEEKLY by her."

"The WEEKLY has added another valuable department, Notes and Queries, conducted by Dr. Samuel Willard. We give two of the queries, with his answers, for the benefit of our teachers, some of whom have lately asked me similar ones. I shall not give many extracts, however, for I wish our teachers to go to headquarters for the information, that is, subscribe for the WEEKLY."

## A WORD FOR OUR NEIGHBORS.

Just one block west of the office of the WEEKLY is that of the *Practical Teacher*, a journal which the WEEKLY weaned about two years ago. Since that date the child has grown to full size and won a recognition among stalwarts. The WEEKLY was always proud of its child, and now sometimes suspects itself of jealousy—as when both journals are visiting the same institute for instance. But if that is the case now, how shall we get along next fall, when, according to recent announcement, this vigorous young journal will become a semi-monthly publication? It may be that the youth is too ambitious and will "overdo." We commend to him the advice of Mr. McMinn in last week's WEEKLY—"Go slow."

But Mr. Klein, who is now the head and front of W. L. Klein & Co., publishers, has also another interesting department of his business—that of aiding teachers in procuring situations to teach. (See advertisement of Western Bureau of Education on first page.) We know from personal acquaintance that Mr. Klein transacts his business in a square, straightforward, and honorable way. His advice is particularly valuable to school officers or others seeking teachers. He does not give any encouragement to poor teachers, and you may imagine you see over his door when you enter, "No dullards need apply."

About a block and a half from W. L. Klein & Co. may be found our new neighbor, Rev. L. W. Applegate, who has come down upon us from Minnesota like a nor'wester, set up his printing office, and issued the March number of his *Educational Newsgleaner* before we slow people of Chicago fairly opened our eyes to the fact that he was here, with his towering form already rising o'er us. But we welcome him. He makes one more of us. Now there are four. Just think of it! Chicago has four educational journals! The man in the Lakeside Building makes the fourth. Because his paper is not designed for teachers, but rather for the trade, is no reason why he should be counted out, especially as he has the family name—*Western Educational Journal*. He also has other interests. The

*Bookseller and Stationer* is printed first, then comes the *Educational Journal*, which is the same thing with green glasses on instead of white, and then follows the *Book Worm*, which is the same thing the third time—what there is of it. Mr. Waggoner, the publisher, also has his pet—the *Home Cook Book*—and now you know him. He not long ago published a book called *On the Road to Riches*, and soon after took the track himself. That's the reason why he publishes an educational journal.

If any more of the family appear before our summer vacation, as E. O. Vaile's, or any other lunatic's, we shall be prompt in making it known to the world.

We believe these journals would all be glad to receive your subscriptions. Send \$1.25 to *Practical Teacher*, 30 cents to *Newsgleaner*, and 50 cents to *Western Educational Journal*. The publishers want the money, though they don't need it—half as bad as we do.

## GIPSY'S ARITHMETIC LESSON.

By MISS M. E. WINSLOW.

[Good for a Recitation.]

A curly dog was Gipsy,  
And knew a thing or two  
Affectionate and frisky,  
And many a trick he'd do;  
Stand upright in the corner,  
March straight across the floor,  
And though sometimes he'd murmur,  
When told, he'd shut the door,  
While standing on his hinder feet,  
With two sharp pats or more.

When Gipsy's little master  
Went off to school each day,  
'Twas such a sad disaster  
Our doggie could not play;  
But Saturday or Sunday  
If Georgie took his hat,  
Gipsy began to frisk and dance,  
To caper and all that—  
As saying, "Now I'm going too"—  
And on the door to pat.

When home from school returning  
His master daily came,  
Gipsy, all changes spurning,  
Did every day the same:  
Some offering he thought precious  
He'd lay at Georgie's feet,  
Found in the children's play-house,  
Or foraged from the street;  
A dolly or a teapot,  
Or a bone not always sweet.

One day the boy's "examples"  
Taxed all his little brain,  
The rule he had forgotten,  
The figures were not plain;  
He puckered up his forehead  
And whispered long and low,  
But still the sum was "crooked,"  
The divisor wouldn't "go,"  
"The answer was mistaken,  
The book was always so."

Poor Gipsy's furry forehead  
Looked wrinkled and distressed,  
With his curly tail all wagging  
He his sympathy expressed;  
Then from a hidden corner  
Behind the closet door,  
Where he kept his bones and buttons  
And all his precious store,  
Brought forth three tiny mousies  
And piled them on the floor.

Extended close beside them  
His little paws he crossed,  
His bright eyes wisely winking,  
In reverie he seemed lost;  
Then gravely brought one mouseie  
To George and one to me,  
But held the other firmly  
As pleased as dog could be;  
And thus solved his "example"  
In the simple "rule of three."

WHAT TO READ.—A full survey of Current Literature, enabling any one, at an hour's reading, to make a discriminate selection of books for himself or his friends, or to converse intelligently on the literary topics of the day, is given in the *Literary News*, issued monthly, subscription price only fifty cents per year. The regular features of the journal are Three Prize Questions on choice of books and other literary subjects; the freshest news on books and authors; lists of new publications; courses of reading; quotations and critical comments from leading journals; characteristic extracts; sketches and anecdotes of contemporary authors, etc., etc. Any one with taste for books or reading, no matter how limited his means or his time, can afford a subscription, and thus contribute to the promotion of good home reading. Published by F. Leypoldt, 13 and 15 Park Row, New York.

## PUBLISHERS' NOTES.

—Teachers desiring a good set of Arithmetical Questions on slips of colored card board (500) can obtain them of the publishers of the WEEKLY for one dollar; they will be sent postpaid.

—Presley Blackiston advertises this week *Eyesight; Good and Bad*. If you care to preserve your eyesight read what the author of this book, Robert Brudenell Carter, F. R. C. S., says on the subject. The eyesight is constantly abused by most of us. If we could remember these excellent precepts, enforced by the best of reasoning and illustrations, we would give less occasion to our physicians to caution and advise us in regard to the use of our eyes.

—One advertisement, which has been running for some time in our columns, but is not found there this week, that of Messrs. Laughton & Co., 187 Washington street, Chicago, is said not to have paid the advertiser; which is scarcely credible. That firm advertised to send a vulcanized gossamer waterproof cloak by mail to any part of the United States for three dollars. Now if any woman in the world needs such a thing it is the school ma'am, who has to go out in all kinds of weather. It is well known that a woman would sooner get drenched than carry an umbrella, but with one of these cloaks on it is not necessary to do either. If we were a woman (O that we were!) we would buy one of those cloaks sooner than subscribe for THE EDUCATIONAL WEEKLY, and that's saying a good deal. We personally guarantee perfect satisfaction in every instance, and know the goods to be first class. Only send your measure, and the three dollars, and if you are not satisfied we will extend your subscription a year and a half.

HORSFORD'S ACID PHOSPHATE FOR SEASICKNESS.—Prof. Adolph Ott, said: "In the plurality of cases I saw the violent symptoms yield, which characterize that disease, and give way to a healthy action of the functions impaired."

Messrs. S. R. Winchell & Co. are now doing a large business as purchasing agents for teachers' supplies. Our readers will find them reliable and prompt in their new line. Their facilities and experience enable them to do better for teachers than any other house we know of.—*Practical Teacher*.

Supt. W. H. Lengel, of Plum Creek, Neb., writes us under date of March 31, 1880: "I think your arrangement for holding an Unabridged Dictionary just the thing for the school room. Do you make any discount if sold in lots of two or more? If so, how much? Shall try to have it introduced."

In reply we will say that on all orders for more than one at a time we will make a discount of twenty per cent; on orders for half a dozen, twenty-five per cent, and on orders for a dozen, one third.



## PUBLISHERS' DEPARTMENT.

BACK NUMBERS of the WEEKLY will be furnished for ten cents each until the supply is exhausted.  
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## SCHOOLS AND COLLEGES.

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